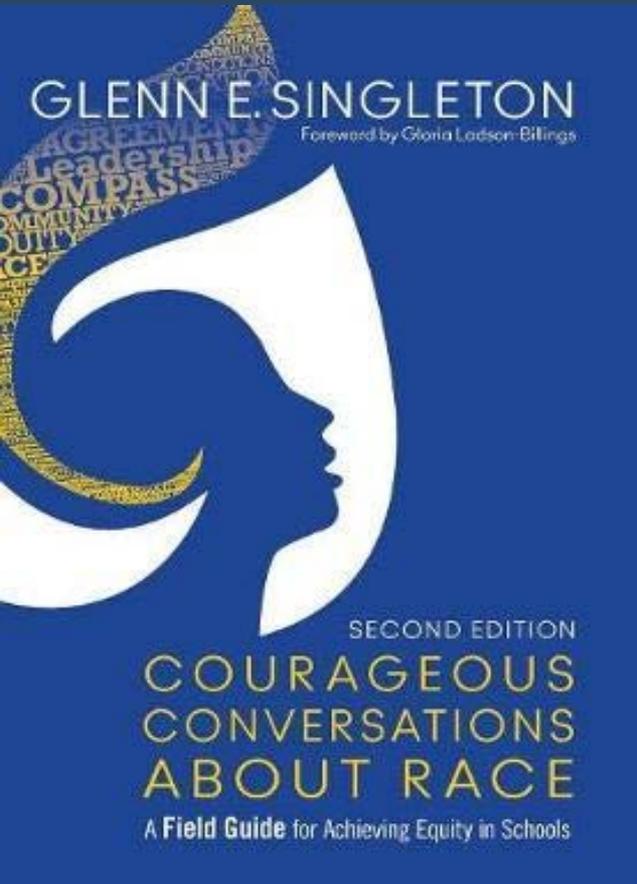


# **EXHIBIT 7**



# Albemarle County Public Schools

## Courageous Conversations About Race Book Study

---

Ex.7 001

# Why Courageous Conversations About Race?

---

**A need to develop a best practice model to successfully close achievement gaps that can be attributed to race relations and racism.**

**To expand our racial consciousness to understand and challenge barriers that protect practices and procedures that often unintentionally produce inequitable outcomes for people of color.**

**To cultivate a passion to change long-standing institutional practices that perpetuate a system of inequity that exists in ACPS.**

# Book Study Norms and Expectations

## Four Agreements

(The Process, pg 27))

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non closure

## Six Conditions

(The Content, pg 27-28)

1. Focus on personal, local and immediate
2. Isolate race
3. Develop an understanding of race from multiple racial perspectives
4. Monitor agreements, conditions, and establish parameters for discussion
5. Establish an organizational vision around a contemporary, working definition of race
6. Examine the presence and role of "Whiteness" and its impact on the conversation

Ex.7 003

# Prompt #1: From a scale 1-5, what is your level of readiness/comfort to engage in conversations about race?

Level 1

I don't see color. I was raised to treat everyone with respect.

Level 2

I acknowledge that racism exists, but I am still uncomfortable in engaging in conversations about race. It's easier for me to talk about other inequities (i.e., gender bias, social economic status, etc)

Level 3

I am aware of my racial identity and how its influenced my ability to navigate society. I still experience discomfort when talking about race, but I am getting better at sitting with the discomfort I feel.

Level 4

I am comfortable talking about race, but I acknowledge I still have some gaps. I want to be better equipped at speaking out when I witness a micro-aggression and acts of racism.

Level 5

I am completely comfortable talking about race and calling out acts of racism. However, I want to be better equipped at identifying and implementing policies and programs that are anti-racist.

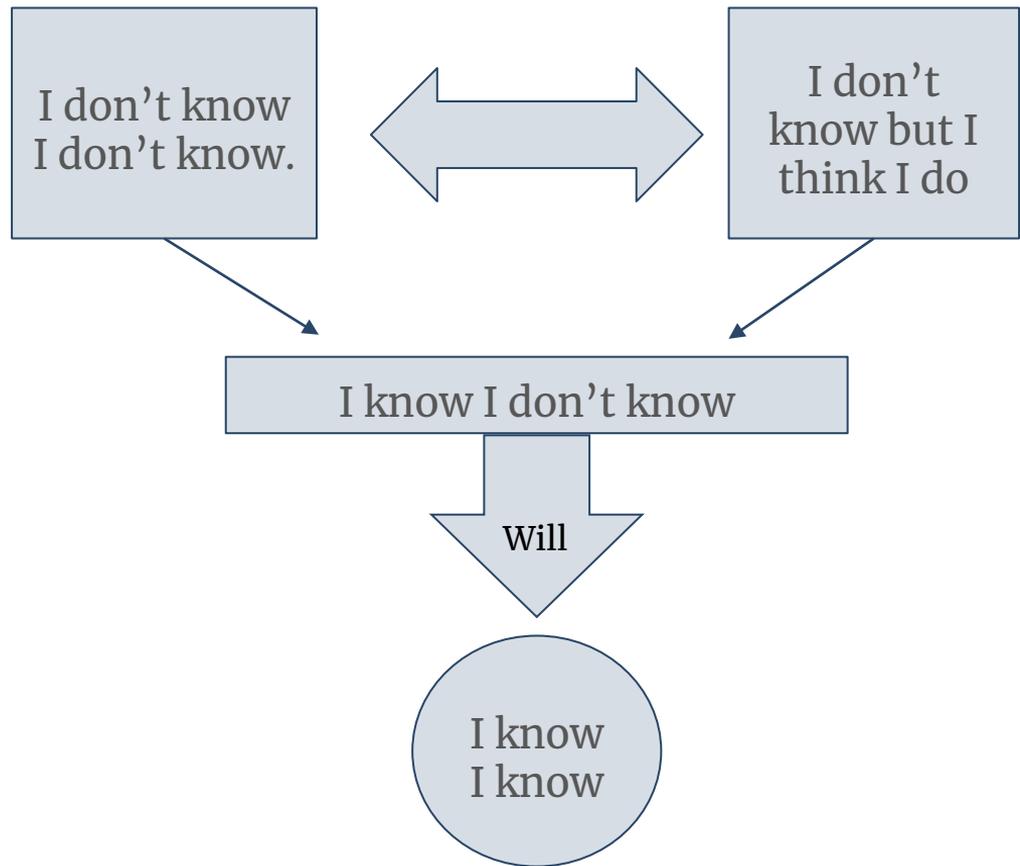
# Passion

Level of connectedness educators bring to racial equity work and to district, school, or classroom equity transformation.

- Must be strong enough to overwhelm
  - Institutional inertia
  - Resistance to change, and
  - Resilience in maintaining the status quo
- Required to confront challenges
- Translated to transform beliefs

# Racial Consciousness

A person's racial identity and cultural lens impacts the way they see themselves and others:



Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools* (Second edition). Corwin, A SAGE Company (67)

Ex.7 006

## Barrier #2- different ways of communicating

### Communication is a Racialized Tool

<i>White Talk</i>	<i>Color Commentary</i>
<ul style="list-style-type: none"> <li>● Verbal: Focused on talking and offering racial meaning through word choice, voice tone, and intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Nonverbal: Focused on offering racial meaning through facial expressions, body movements, and physical gestures</li> </ul>
<ul style="list-style-type: none"> <li>● Impersonal: Focused on the sharing of racial perspectives or experiences of someone not immediately present or involved in the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>● Personal: Focused on sharing one's own personal racial narrative, perspectives, or experiences.</li> </ul>
<ul style="list-style-type: none"> <li>● Intellectual: Focused on what one thinks (or has read) with respect to race.</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional: Focused on what one feels (or has experienced) with respect to race.</li> </ul>
<ul style="list-style-type: none"> <li>● Task oriented: Focused on engaging in dialogue for the purposes of getting something accomplished.</li> </ul>	<ul style="list-style-type: none"> <li>● Process oriented: Focused on engaging in dialogue for the purposes of feeling present, connected, or heard. <b>Ex. 7 007</b></li> </ul>

# Types Of Racism

## Individual Racism

Prejudgment, bias, or discrimination by an individual based on race -  
- Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

## Institutional Racism

Occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

## Systemic Racism

Encompasses the history and current reality of institutional racism across all institutions and society -- It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

## Ignite Activity

---

### Glenn E. Singleton

For our ignite we will watch a video together and then you will go to a breakout group and discuss either

- What does Singleton mean when he says it isn't a courageous conversation unless we talk about racial dominance?
- How would you answer the question he asks himself, "What would it take ... so that those who feel most alienated and most resistant to the conversation about what it means to be white actually feel invited in?"

## Ignite Activity

---

Peggy McIntosh on  
White Privilege

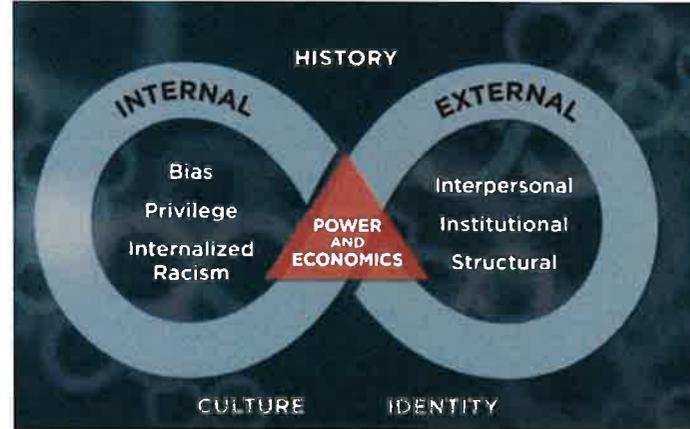
For our ignite we will watch a video together and then you will go to a breakout group and discuss either the first or second part of the video as shown in the following slide.

## Ignite Activity

---

### White Privilege Video

With your group unpack this graphic.



OR...

What does Peggy McIntosh mean when she says, "You are a very good student of what you've been taught"?

Ex.7 011

## White privilege and entitlement

---

“White privilege refers to the advantages that White people receive simply by virtue of their appearance and, to a lesser degree, the privilege lighter-skinned people of color and indigenous people garner as compared to darker members of the same or different non-White racial groups” (189).

“When White people are unconscious of their privilege, these skin color benefits are viewed as entitlements” (194).

### White privilege and entitlement

---

"White privilege refers to the advantages that White people receive simply by virtue of their appearance and, to a lesser degree, the privilege lighter-skinned people of color and indigenous people garner as compared to darker members of the same or different non-White racial groups" (189).

"When White people are unconscious of their privilege, these skin color benefits are viewed as entitlements" (194).

Jamie - 3 minutes - A large part of this chapter is grappling with the notion that the dominant race, White people, are not aware of the dominant cultural and social norms--to them they are invisible. Educators cannot truly understand the challenges faced by students of color, until we develop an understanding of what it means to be White. White is a color, a racial group as well. It comes with privilege because we are members of the dominant group. For those of you who want to spend more time with this idea with your staff, you can use the exercise on pages 190-194 which demonstrates White privilege and the color line.

Universal/dominant narrative  
Perspective

Individualism

Avoidance

Decontextualization

**How does your  
group define  
these  
characteristics?  
pp.197-200**

[Video: A Trip to the  
Grocery Store](#)

9

White is a culture. White culture is characterized by individualism. One way that shows up in schools is through fostering independence and individual achievement versus fostering interdependence or group success. Another example of this in culture is relationship to property--desire for private property/individual ownership versus collectivist culture of shared property/group ownership. White individualism as a way of behaving also blends into the White way of thinking which is White Consciousness. There are 4 areas that emerge as elements of White consciousness. In the next group activity, we will ask you to define and then unpack these 4 ideas for a deeper understanding.

// All systems create what they were designed to create. Sadly, the education system has been designed to weed out, to discriminate and to provide success for kids of privilege.

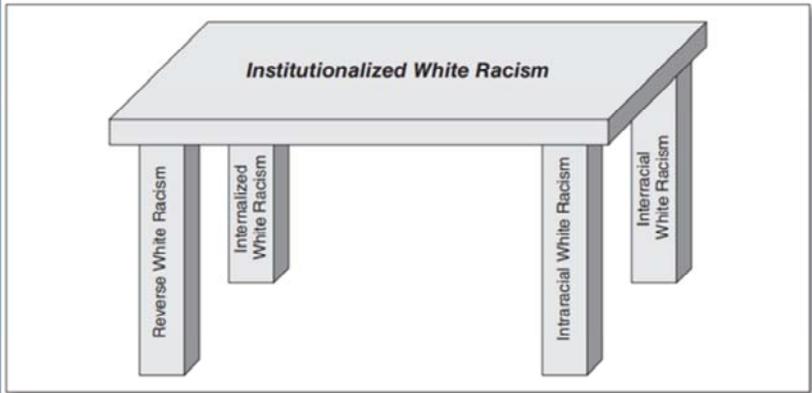
//

— MIRIAM ROLLIN

## Understanding Systemic White Racism

Which of these seems most relevant to ACPS and Why?  
What face would you put to the legs of the table?

Figure 11.5 A View of Systemic White Racism



### Alfred

#### Whole group, in the chat or share...

Singleton uses a table to illustrate systemic white racism. The legs include:

**Internalized White Racism**-For White people, it ranges from radical White Supremacist rhetoric to passive acts exemplified by White people who fail to notice when people of color, their ideas, or contributions have been ignored or sought. For people of color, it appears in forms of self-hatred or disapproval of other people of color because they lack White color, culture or consciousness (224).

**Interracial White Racism**- occurs when different groups of color have conflict with each other in relation to White culture. It diminishes power for groups of color and increases white power (225).

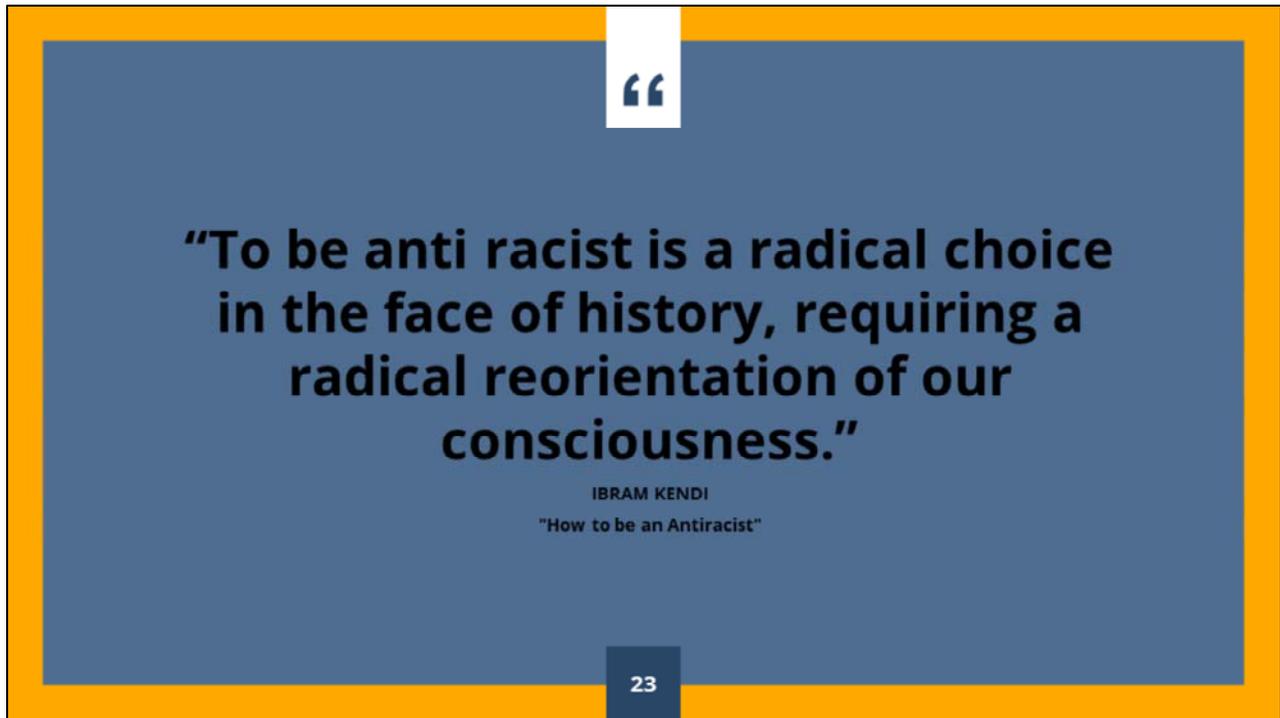
**Intraracial White Racism**- occurs when people of color assimilate and then clash with their own people and threaten their own solidarity (226)

**Reverse White racism**- Strong feelings of discontent by White people as they speak out against Affirmative action (226).

And all this supports the table top of **Institutionalized racism**- the policies, practices, and programs that intentionally or unintentionally perpetuate dominant White racial presence, position, and power (227).

Persistence video

If needed, go to [www.corwin.com/CCAR](http://www.corwin.com/CCAR) , and enter **interactions** as the password.  
<http://link.brightcove.com/services/player/bcpid2109637168001?bckey=AQ~~,AAAAP>



Closing: ????

In closing, we want to return to the quote with which we began. As we move past today's courageous conversation - you should ask yourself if you are ready to make the choice to be an anti-racist...

[White people are still raised to be racially illiterate. If we don't recognize the system, our inaction will uphold it.](#)  
[Smithsonian: Talking about race](#)

## Considerations for your Work Today

---

- What is your role as a racial equity leader (p.257)?
- How will you hold yourself accountable for your vision of equity?
- Share out some key steps that you will take to ensure racial equity transformation in your school/department and how it aligns to the strategic plan. (PD? CRT certification? Equity teams? Community partnerships?)

## A comparison of Singleton's transformative components and ACPS practices

Singleton's Transformative District and School Culture Components	1) ACPS CRT and Anti-Racism Implementation Plans, 2) CCAR Book Study 3) State of the Division Report & Equity Report, 4) Equity Policy Checklist, 5) Equity Education Policy, 6) Culturally Responsive Teaching Model, 7) Equity Table
Leadership Equity or E-Team	1) Equity Specialist, 2) Leadership Team PD Structure, 3 ) DRTs, 4) School Based CRT Equity Teams, 5) Anti-Racism Policy and Steering Committee 6)Equity Advisory Committee
Learning & Teaching	CRT Certification and Microcredential, Professional Learning Communities,
Community	1) Equity Specialist, 2 ) Leadership Team PD Structure, 3) DRT, 4) Equity Teams, 6) Equity Advisory Committee
Collaborative Action Research for Equity (CARE)	1)CRT Module Training on Characteristics #1, 2 & 3, (2) Book Studies (3) UVa partnerships (4) CRT Certification (focus student group structure, (5) Equity Audits
Partnerships for Academically Successful Groups (PASS)	An area of weakness - CRT Characteristic #3 can serve as a developmental format
Role of Principal	The Anti-racism Leadership Team PD Structure can serve as a developmental format